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ABSTRACT

This resource paper for preschool teachers provides (for discussion) examples of written plans and types of evaluation used by teachers in open framework educational settings. A brief overview of educational planning and evaluating is followed by four examples of teacher's program planning at three grade levels: a preschool, an early education class, and a first grade class. Preschool materials include statements of the teacher's aims, a chart of general educational objectives, a sample weekly plan, an individual record of development, a record of parent and teacher meetings, large and small group weekly plans, evaluation notes and anecdotal records. Early education materials include a teacher's statement of aims and practices, a short term plan outline, a guide to relating key experience areas to subject matter, a daily plan and a checklist of concept development. First year materials consist of a statement of teacher's values and principles, guidelines for organizing the classroom, examples from files related to subject areas, notes on activity and self evaluation, and comments on parent participation. In conclusion, six processes used by teachers--and which are features of an open framework approach to writing educational plans and evaluating--are identified and discussed. (Author/RH)

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OPEN FRAMEWORK RESOURCE KIT

WRITING PLANS & EVALUATING

discussion paper

November 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This paper shares with you the written plans and types of evaluating used by teachers who have adopted the accent on both child initiative and teacher initiative so central to the open framework approach to planning and evaluating.

Each of these programs is a sample of both the teacher's and children's development taken as conditions were in a classroom at a particular time.

Edited by J. O'Shea & G. L. Halliwell for the Open Framework Committee

Department of Education
Queensland

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III. PROCESSES WHICH IDENTIFY THESE FOUR EXAMPLES AS CONSISTENT WITH THE OPEN FRAMEWORK APPROACH

How to write plans as a strategy for organising to help individual children.

How to plan for both child initiative and teacher initiative?

How to ensure that day-to-day planning and evaluating is consistent with program values and long-term goals?

The choice of a framework within which to make decisions is based on each teacher's

- values
- personality
- experience
- teaching style
- assessment of the teaching situation

The decisions made within the framework differ according to -

- community expectations
- school expectations
- personnel involved
- physical environment
- individual children

The framework chosen provides the criteria, which the teacher uses to make decisions about planning. A basic criteria in an open framework is the need to ensure opportunities for both child initiative and teacher initiative.

The most effective system of writing for each teacher is a personal one developed to cope with all the variables inherent in a particular teaching situation, at a particular stage in the teacher's development.

Making decisions about what experiences to offer in the program is dependent on:

- effective long-term and day-to-day evaluation.
- a balance between child decisions and teacher decisions.
- consistency with long-term goals and program values.

Planning and evaluating are strategies used by teachers in order to help individual children learn. This paper offers four examples of possible ways of writing plans and evaluation within an open framework approach. Each of these written samples reflects the teacher's concern for the balance between teacher initiative and child initiative which is inherent within the open framework approach to programming.

These methods have evolved as teachers have struggled to cope with the complexity of the decision-making process in the classroom, have clarified program values and goals and drawn together the relationships they see existing between these over-riding goals and the daily interactions occurring in the classroom.

Within the small sample of plans shown in Section 2, methods of recording vary enormously and this stresses the importance of realising that there is no one ideal method, no fail safe method for undertaking planning and evaluating. It is important, however, that the method chosen should suit the teacher and be meaningful to her, so that she can put plans into practice with ease.

The variety of programs presented here indicate that there are differences in teaching styles, skills and interests, as well as differences in program values and goals. Yet there are factors common to all the programs which identify them as having a basic philosophy compatible with the open framework approach. These common factors are highlighted in Section 3 of the paper.

II. WRITING PLANS AND EVALUATING – FOUR EXAMPLES

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A TEACHERS PROGRAM PLANNING - THE PRE-SCHOOL

A. VALUES AND PRINCIPLES: GOALS AND GROWTH

B. PLAN BASIS: TERM 1

C: SAMPLE PLAN: WEEKLY

D: INDIVIDUAL RECORD OF DEVELOPMENT

E: PARENT GROUPS: RECORD OF PARENT INTERACTION

A. VALUES AND PRINCIPLES: GOALS AND GROWTH

In this program I am attempting to teach children by developing in them a set of values. I see these values as reflecting those of the parents, the community and the associated school.

As a teacher, I believe that any honest approach to teaching must make explicit the importance of both child and teacher initiative in the educational interchange and of developmental theory as a basis for decisions regarding methods, materials and activities.

To preserve the integrity of the program, it is essential that opportunity is made available for communication of values held important by teachers, parents and interested community members.

The attributes I value in young children are expressed in terms of long range goals -

AUTONOMY - the ability to make decisions or choices based on own reasoning/emotions, to follow these through and to accept responsibility for the ensuing results.

COMPETENCY - observable growth in skill in an area/areas of growth seen to be of value and of interest to the child as a learner.

RATIONALITY - the realization that interactions with materials and people can be modified and controlled through the use of thinking skills and that the better developed skills of others can legitimately be used to supplement and develop these.

SENSITIVITY - developing awareness of feelings and thoughts of others and an appreciation of the work of these. To develop an awareness of one's own needs, abilities and qualities.

GROWTH AREAS: TERM 1

To develop an environment in which children may grow in independence, problem solving, self-expression and social communication. To do this they will -

- explore actively and gain sufficient control of the environment to enable them to make real decisions about experiences and learnings.
- accept responsibility for their decisions and realize the ultimate consequences of these.
- communicate effectively with others their own thoughts and feelings, through significant experiences involving language arts, mathematics, science, social science, music, movement and art.
- interact in a climate of mutual sharing with acceptance of, trust in and respect for children and adults and for the environment.

3. PLAN BASIS: TERM 1

Following is an overall view of experiences which children will have early in Term 1. These will be reviewed when children have obviously progressed to this stage.

Experiences are based on the four main goal areas and the plan indicates the factors to be considered when establishing the environment, i.e. organising space, time, materials and activities, interactions.

Records of changes in each of these four factors are kept separately.

PLAN BASIS
TERM 1

Areas of Growth	Acting independently in social, emotional phys & cog. skills	Problem Solving	Self expression through creative media	Social communication through language, repn.
Space	• Basic division of areas in discussion with children. • Label for storage of specific materials; identification, accessibility, organisation.	• Ensure physical exploration. • Knowledge of each area. • Elicit child solutions to spatial problems	• Encourage sufficient flexibility of use within and between areas to give creative freedom.	• Names of areas; purposes. Elicit from children. • Sufficient social interaction in *each* area.
Time	• Free settling period. • Extension of time periods. • Group times – voluntary participation when introduced. • Balance of time between teacher initiated and child initiated activity. • Overall loose routine established early-allow children to predict needs. • Sufficient length of time to allow children to cope with own needs.	• Establish with children necessity for routines. • Incorporate ideas of children. • Allow sufficient time for explanations, difficulties, discussions.	• Allow sufficient flexibility of time to permit children to finish work.	• Establish names of routine times. • Allow sufficient 'free' time for social contact to occur.
Materials & Activities	• Permanent availability of introduced materials in predictable storage. • Activities presented broad enough to allow successful decisions – development levels.	• Refer children to other areas for materials to solve problems. • Regulate quantity of materials to allow for some sharing, turn taking, compromise. • Encourage verbalisation of difficulties, seeking adult help, overcoming frustration.	• Ensure wide variety of creative materials available. • Presentation methods non-limiting • Encourage varied uses and approaches. • Explore possibilities of materials with children. • Ensure skills developed to allow child to use materials.	• Names of equipment, terms. • Awareness of need to care for, to share, to tidy materials. • Verbal enlargement of ideas expressed through media. • Encourage verbal appreciation of work by adults and children. • Show work is valued by storing, displaying.
Interactional Patterns	• Observe individual patterns; voluntary grouping. • Express interactions in positive terms where possible. • Note atypical behavioural interaction patterns.	• Provide support (children/adult) for shy, withdrawn children. • Offer alternative behaviours for aggressive/argumentative situations.	• Ensure balance of individual, small, large groups. • Discuss children's work with other children. • Promote successes and attempts to other children.	• Small groups–ensure situation conducive to communication. • Names of children and teachers. • Encourage children to substitute verbal for physical aggression. • Refer children to other children *for help and comments* on work. • Techniques for participating in large groups. • Establish relationships of mums, dads, brothers, sisters.

C. SAMPLE PLAN – WEEK 20–24 February

POSSIBLE KEY EXPERIENCES: Investigating and labelling areas of room

LARGE GROUP:

M. Little Fire Engine
T. Little Red Hen
W. Little Fire Engine
T. Angus & the Ducks

Aide read story to larger part of group

SMALL GROUP:

Teacher initiated activities with small group: to explore areas of room looking specially at materials and storage.

Kristy Jenny Kaye Paul Dawn N.	Jodie Rachel Dawn M.	Mark N. Simone Nathan Brett	Fleur Lisa Matt Davy Lorene Brendan	Rob Andrew Ivan Peter Anthony	WHOLE GROUP game Look at objects,
Wayne Shane Jamie	Linda Karen Mark	Dani Clint Mark Mark Ross Joanne	Margie Mandy Michael Tracy Scott	Melanie Tamy Caily Mark S. Lint Rohan	identify, and name area Return to place.

A.M. Lego-cars and roads. Girls showing interest in blocks.
Lorene: little blocks.
Rob, Darren and Mark: Farm from blocks
Peter: Farm animals
Brett: good sense of rhythm

P.M. Dani – tadpoles

ROUTINE REMINDERS

M. Substitute "Friends" and discuss to counteract "cliques"
Buy cornflour

T. Make dough (Aide)
Introduce rods into Block Area.
Continue washing in Dress Up Place. (Lorene)

W. Fingerpaint
Put frogs in Fleur's tank
Put guinea pigs in Matt's cage
Observe Paul.

T. Farm animals – Peter
Group of 4 boys together
T. work on carpet today.

F. Discuss Dani's tadpoles
Book on life cycle
Weekend roster for Gladys.
Discuss cleaning of cage.

EVALUATION

- Since tidy up is still a problem, use small groups to help understand environment.
- Music still very keen both groups – make *more* instruments.
- Routine settled – bring mums in next week.
- Change to small groups *after* fruit to help settle to activities
  1) carpet/fruit/small grp. OR
  2) tidy up/fruit/small grp.
- Far more direction needed in dress up place – *how* to play. Tried to help with better understanding of equipment from small group.
- For unsettled children
  A.M. twins, Paul, Ivan
  P.M. Margaret, Dani, Roy, Shane.
  Try verbal planning on carpet at beginning of session.

D. INDIVIDUAL RECORD OF DEVELOPMENT

N.B. This form is actually a manila folder which doubles as a file within which samples of the child's work are stored. *

NAME: Clint

DATE OF BIRTH: 17.06.73

OBSERVATIONS OF INTERACTION; DEVELOPMENTAL LEVELS; GROWTH IN GOAL AREAS:

(a)	children	(a)	sign	(a)	independence
(b)	adults	(b)	symbol	(b)	problem solving
(c)	materials	(c)	index	(c)	self-expression
		(d)	object	(d)	social communication

EDUCATIONAL INTENTIONS - TERM 1:

- Active exploration of the environment.
- Developing representation skills through 'art' media.

(Other relevant experiences to be recorded as child is observed and planned for.)

* To date, Clint's file includes -
  - . 2 paintings 27/2 and 28/3 (very much explanatory)
  - . Drawing of self.
  - . Drawing of cat which he made from figure craft.
  - . Exploratory level pasting - paper materials stuck on to sheet of paper.

OBSERVATIONS OF MODES FOR INTERACTING AND DEVELOPMENTAL LEVELS

1. INTERACTIONS

(a) Children - verbal interaction always.

20/2 - relating very well to Mandy and Karen.
All skilled with language. Approaches children very easily.
Likes and is liked. Initiates much activity.

(b) Adults -

27/2 - very accepting of adult role in centre.
27/3 - often asks questions of adults to explain child behaviour.
Makes statements to adults re same.
4/4 - Used Tanya - dee's dad to help with tank.

(AS OBSERVATIONS ARE MADE THEY ARE RECORDED IN THE APPROPRIATE SECTION)

(c) Materials -

27/2 - Manipulative skills good; crayons, paint, scissors, glue, building sets - no problems. R.H. (right hand - recorded only when definite handedness is observed).
28/3 - Approaches activity with enthusiasm and interest.
Carefully works out what is involved before he participates.
28/3 - Approaches climbing equipment with confidence.
Balance, muscle tone excellent.

2. DEVELOPMENTAL LEVELS

27/3 - Drew symbol on cardboard/box aeroplane.
"That means it's an army plane." (SYMBOL)
4/4 - Remembering game "Should I Put Sailors With Pirates. Why?"
"They're both kinds of sailors." (CATEGORIZATION)

D. INDIVIDUAL RECORD OF DEVELOPMENT

INDEPENDENCE

27/2 - Conforming - nothing noted as yet.

27/3 - Questionning - "Why do we have to go on the carpet after afternoon tea?"

30/3 - Took items from Science table to be sea creatures for skin-diving game; when challenged, explained need for these.

4/4 - Tending to avoid responsibility for tidying up unless directed.

PROBLEM SOLVING

14/3 - Painted kite - "If I put it on the verandah to dry, it will get messy." "I know - put a piece of paper under it."

23/3 - What to use for birds wings, how to get them to move?

30/3 - Skin divers game. Tried to stick "Antack" to back with sticky tape, then "more sticky tape", then wool.

SELF EXPRESSION

23/3 - Bird with wings from collage - biscuit trays for wings - moving - flapped.

26/3 - Discussion of kitchen utensils: eggbeater, egg slice, ladle, spoon.

30/3 - Detailed drawing of double bank - positional relationships good - story of Sandra's fall. Suggested "rowing boat" when discussion on types of boats.

4/4 - Movement ideas original. Suggests something different quite often.

SOCIAL COMMUNICATION

(a) Group

4/4 - Listening skills very well developed. Contributes very often. Answers always relate to question.

(b) Mathematical Language

1-1 to 14.
Understands and uses colour attribute terms.

SPEECH:

No problem evident. Good clear enunciation, well developed sentence structure.

PARENT REPORTS:

4/4 - Sue says "very cranky and crabby at home", "indulged while sick and now expects it."

HEALTH:

Mid March - one week severe flu.

4/4 - Has been lacking in energy. Tending to be more intolerant of other children, shorter frustration time.

SUMMARY AND ANALYSIS:

Term 1: No problems observed at all. Clint needs experiences to continue growth and development; encouragement to help younger, less experienced children. Science, maths concepts offer wide scope for growth of problem solving and social communication skills; a possible need to become tolerant of others?

E. PARENT GROUPS: RECORD OF PARENT INTERACTION – 1978

23/1 INITIAL INTERVIEWS

Group discussion (groups of 6 mums to stay for 1¼ hours or as wished. Mums fill in interview forms and discuss individually in private.)

(a) Housekeeping items: tissues, paper towels, suitable clothing, hats, laundry.

(b) Program: goal areas, refer charts.

(c) Involvement: participation days, fathers' nights.

(d) Values and Parent Expectations: Elicit these (number concepts, reading, writing name etc.)

(e) Excursions: value, type, transport, funding.

NOTICE BOARD:

Staff and enrolment procedures.
Welcome.

8/2 GROUP MEETING. BOTH GROUPS.

1. Values and expectations (mine and parents.)
2. Discipline - refer problems to me on visiting days.
3. Questioning techniques - charts for parents.
4. Quiet time - come in to help children.
5. Change of session times (p.m. only).

21/2 GROUP MEETING

1. Group interests in music and science. Request bird cage and aquarium.
2. Introduce voluntary roster system.
3. Discuss: discipline, routines, quietness during group time, small groups open-ended questions, lettering sheet and children's names.

NOTICE BOARD: Play

22/2 P & C MEETING

Annual General Election

13/3 GROUP MEETING

1. Thanks for working Sue
2. Easter hamper and donations.
3. Planning at beginning of sessions.
4. Coming in at end of program.
5. Techniques for communicating with children.
6. Parent Corner.
7. Future of group meetings? Value? What is wanted?

NOTICE BOARD: MUD PATCH

Follow up next meeting.

29/3 GROUP MEETING

1. Fathers' Nights.
2. Thanks for help in waxing tarp.
3. Gardening day - morning/ afternoon tea by children.
4. Mothers' roster - future of small groups.
5. Need for language development - higher adult ratio.

(p.m. group - show masks, air tanks. Discuss "sea" books; "sea" items.)

NOTICE BOARD

Language development "Beat It - Brett."

A TEACHERS PROGRAM PLANNING - PRE-SCHOOL

A. VALUES AND PRINCIPLES: GOALS AND GROWTH

B. SHORT TERM PLAN OUTLINE

C. SMALL GROUP PLANNING

D. LARGE GROUP PLANNING

E. EVALUATION

F. ANECDOTAL RECORDS - AN EXAMPLE

A. VALUES AND PRINCIPLES: GOALS AND GROWTH

1. I found the cards and orange and blue booklets most helpful when deciding which particular values and goals were important for my programme. I also established with the parents at their initial interview and a subsequent meeting what they wanted for their child in the pre-school year. The vast majority of parents felt that the most important aspects of the program should be concerned with helping children to co-operate with one another and to encourage them to become independent and self-reliant.

   I also referred to the cards, and books on Piaget and Erikson and the orange booklet when starting my programme plan, for information regarding developmental theory.

2. I use the open framework ideas of time, space, materials, activities and interactions in relation to the programme goals.

3. Examples of a short term plan outline, small group and large group planning, and evaluating are attached. The teacher and the aide and sometimes parents are involved in this.

4. I mostly use anecdotal records for recording observations on individual children and usually observe one child in particular each day. I have also found the High/Scope Child Observation Record helpful. Samples of children's work are kept in a file.

5. I refer to the Melbourne Kindergarten Teachers Guide when planning for individual children.

SHORT TERM PLAN OUTLINE

Areas of Growth	Acting Independently in physical, social, emotional, cognitive skills	Problem Solving using physical, social, emotional, cognitive skills	Self expression through art, language, music, movement, sciences, maths	Social communication through language self-expression, representation
Space	Children may like to rearrange the space to represent a theatre following the puppet show, 'Spring'. e.g. (1) Block area (2) Puppet theatre in book area (3) Home area (4) Outside children may use blocks to build the theatre. Could take puppets outside.	Encourage children to think for themselves how and where they may be able to set up a puppet theatre. Make use of open-ended questions if they require assistance. Encourage them to consider alternatives and give reasons for their choice of a particular area.	Encourage movement between different areas e.g. from collage area where they have made puppets into the block area to set up the theatre for a puppet show.	Encourage children to work together to achieve their aims. e.g. Some build theatre itself, others make puppets, sell and collect tickets for the show etc.
Time	Continue to help children to gain a concept of time. Encourage them to look at daily routine chart with drawn clocks to compare this with real clock and see how much time they have to complete their work.	How do we know when it is 'Spring'? Weather is warmer, leaves come back on trees, birds are nesting etc.	Talk about seasons of the year. When does Spring occur? i.e. between Winter and Summer. Make a 'Seasons' chart.	Use small group and large group times to recall what happened in puppet show 'Spring' Could use small group time to look for signs of Spring in immediate environment.
Materials & Activities	Provide sufficient suitable materials in each area to enable children to be independent in selecting what they will need to represent their ideas relating to the 'Spring' theme. Use small and large group times to discuss with children what has been added and how they could use it. e.g. paper plates, cardboard, paper bags, etc. for making puppets.	Place puzzles with 'Spring' theme in in Quiet Area. Children might use manipulative equipment to represent puppet theatre puppets, birds, bees, flowers, trees, butterflies, etc. depicted in the show. Encourage children to think for themselves how they can carry out their plan and what materials they will need for making puppets, puppet theatre, etc. Children to help plant flowers in our garden. What is best place to put them? How will we look after them?	Group collage, group painting to represent ideas and recall experiences gained from puppet show 'Spring'. Provide stories about Spring. Encourage children to make their own puppets. Discuss how they could be made e.g. from paper bags, cardboard, paper plates, carpentry, boxes etc. Provide suitable collage materials e.g. wool for hair. Children may like to make and sell tickets for the 'puppet show'. Butterfly pictures using paint and and folding paper in half. Encourage children to paint and draw pictures involving 'Spring' theme.	Encourage children to draw or paint pictures to send to Peter from 'The Puppet People' so that he can decorate his new office. Some may like to 'write' him a letter about the show. Use small and large group times to discuss what they saw and to plan ways of representing ideas. Continue to encourage children to work together in doing puzzles and games suitable for small groups e.g. lotto, memory game, snakes and ladders, floor puzzles, etc.
Interactional Growth	C/M. Encourage children to work with materials independently. C/C. Encourage children to help one another when necessary, to help them to achieve their plan. C/A. Reinforce positive behaviour. Give praise of work well done.	C/M. Children to work out how they can use materials to represent their ideas. C/C. Encourage children to work together to solve problems that arise. C/A. Adults can help by asking open-ended questions and giving positive reinforcement.	C/M. Encourage children to use a variety of materials to express themselves and carry out their plans. C/C. Encourage children to work together on group collage or painting. C/A. Where necessary adults may ask open-ended questions or make comments to extend childrens ideas.	C/C. Encourage children to discuss ideas with one another. During recall time can show what they have done. C/A. Adults to record what children want to write in letter to Peter.

C. SMALL GROUP PLANNING – The activities are teacher initiated

There are two small groups, one taken by the aide and the other by the teacher. These are alternated.

MONDAY 6/11/78	A.M.	P.M.
(A) Art Children represent experiences of Puppet Show "Spring" by painting or drawing: 1. Recall with children experiences of show. 2. Discuss with them aspects of spring that were depicted in the show, e.g. What plants were depicted? – trees, flowers. 3. What animals or insects were shown – bees, birds, caterpillars, etc. 4. Children to represent these ideas on paper. Some may like to write a letter to Peter to send with their picture.	Children recalled experiences very well. The "stories" were recorded by adults. Wendy, Tammy and Kathy wanted to write a letter to Peter and dictated their letter to an adult. Discussion started about how we would send the letter – interest in *Post Office* – noted for future planning.	The children again recalled the experiences very clearly – some recalled in sequence. The children were not so interested in writing a letter to Peter but dictated stories about their pictures to adults.
(T) Music Children represent through movement to music experiences of Puppet Show "Spring" in particular the process of bees getting nectar from flowers. 1. Recall with children what the bees were doing when going to different flowers in the garden and getting nectar and taking to hive to make honey. 2. Children to represent this through movement to "Flight of the Bumble Bee". Some may wish to be the flowers, others the bees gathering nectar, one or two may wish to be guard bees fighting off an insect. Bees fly back to hive to make honey.	The children knew that bees were gathering nectar to make honey. Sharon said they also got pollen. The children really enjoyed this and interpreted the music well. Wanted to take turns to represent the different parts e.g. bees, flowers, etc.	Children also knew that bees gathered nectar to make the honey. Did not know that they also collect pollen. Also enjoyed this and again wanted to take turns. Asked to do it again later and in planning time some children planned to "listen" to the music tape and pretend to be a bee. Later in work time Sandra, Catherine, Adam, Jason and Kylie, Darren followed through with this.
TUESDAY 7/11/78		
Same experiences as for Monday, but groups alternate eg. T Art; A Music.	Evaluation for morning group for both experiences.	Evaluation for afternoon group for both experiences.
WEDNESDAY 8/11/78		
(A) Cooking *Honey Biscuits* 1. Recall with children how honey is made. 2. Children refer to ingredients represented by drawins on a chart. 3. Take turns to add ingredients and mix them. 4. Make biscuits into shapes, and decorate with hundreds and thousands. 5. Recall ingredients used.	Children recalled honey making process well. They were able to interpret drawn representations of ingredients. Knew shapes well. Could recall in sequence ingredients used.	Children again recalled honey making process well. Had a little difficulty in interpreting drawn representations of ingredients. Matthew, Tanya and Catherine had difficulty in recognising and naming ingredients. Could recall in sequence ingredients used.
(T) Science/Maths 1. Show children honey, honeycomb and bees wax from apiary. Ask them if they know what they are and where they came from. 2. Show pictures to children. 3. Read the story "Watch Honeybees with Me". 4. Recall main points of story with children.	Children were very interested in this. Could recall how honey was made and deatils of what a bee looked like. 5 eyes; 6 legs; 4 wings; 2 feelers, etc. They knew of queen and worker bees but not drones.	Children were also very interested in this and enjoyed recalling how this honey making process was depicted in the puppet show. Could recall details of process very well. They were also able to describe what a bee looked like. Some said they wanted to make a bee puppet. They knew of queen bee, not worker or drone.
THURSDAY 9/11/78		
Same experiences as for Wednesday but groups alternate eg. T Cooking; A Science/Maths		
FRIDAY 10/11/78	We do not have small group time on Fridays now. We usually have a "Special Surprise" e.g. a film or a mother coming in with a pottery wheel and letting children make their own pots.	

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D. LARGE GROUP PLANNING (Language)
(Whole Group)

	A.M.	P.M.
MONDAY 6/11/78		
Discussion about puppet show recall experiences in sequence if possible.	Children were able to recall in sequence what was depicted in the puppet show "Spring".	Children were able to recall what had happened but were not able to do this in sequence.
Finger Plays "Here is the Bee-Hive" "What do you Suppose"		
Story "Ferdinand" Recall what happened in story main points.	They enjoyed the story "Ferdinand" and were most amused when he sat on the bee. They recalled main points well.	The children found this story very amusing and asked if they could hear it again. It was put in book area so it could be read to them in Work Time.
TUESDAY 7/11/78		
Discussion Continue discussion about Spring. What changes do we see in Spring? When does Spring occur, after Winter – before Summer.	Children said that during spring the leaves come back on the trees. It gets warmer and birds make nests.	Children knew that Spring came after Winter and before Summer and that it got hotter.
Finger Plays "Here is the Bee-Hive" "Two little apples" "What do you suppose"	Karl and Jodie joined in with finger plays today. All children participated well.	
Story "A Flower for Ambrose" Recall what happened in story main points.	Children thought this was a "funny" story and wanted to hear it again – was put in book area.	Children said that they would like to have their own garden at pre-school.
WEDNESDAY 8/11/78		
Discussion Talk about what we might plant in the garden. How we would look after plants. Where would be the best place to plant them.	Children said they would like to plant flowers in the garden. They would need to get sun. They said they would have to water them and pull out weeds.	Children wanted to plant flowers and also some more vegetables, carrots etc. They knew that they would have to water them and that they should have sun to help them grow.
Finger Plays "Two Little Apples" "What do you Suppose"		
Story "Paddingtons Garden" Recall main points of story.	Children could recall story well even though it was fairly long.	The children enjoyed the story and could recall main points.
THURSDAY 9/11/78		
Continue discussion about spring. Discuss other seasons of the year and what happens during these seasons e.g. winter, leaves fall off, it's cold.	Children recalled well points from previous discussion about changes during Spring. Also described changes that occur during Winter and Summer. Were not sure about changes in Autumn.	Children could also recall changes that occur during different seasons. Sandra knew that leaves fall off trees in autumn.
Finger Plays "Eeney Weeney Spider" "Here is the Bee-Hive"		
Story "The House of Four seasons" Recall main points of story.	The children listened attentively during the story and recalled mainpoints well.	Children like this story and wanted to try mixing colours of paints like the family on the story. Tried this at work time.
FRIDAY 10/11/78		
Continued discussion about the garden. What will we have to do first before we put the plants in?	Children suggested that we would have to dig up the garden first and make the ground soft.	Children said we would have to dig the garden, and water it a bit at first.
Finger Plays "Two Little Apples" "What do you Suppose?"		
Story "Grandmother" "Lucy and her Grandmother" Recall main points of story.	Children recalled main points of story well.	Children again recalled the story well.
CIRCLE TIME (Whole Group) For Week		
Songs		
"This is the way we dig up our garden"	Children loved "The Scarecrow"	Children also loved "The Scarecrow" also enjoyed singing "This is the way we dig our garden". Mark joined with this towards the end of the week.
"One man went to dig"		
"The Little Seed"		
"The Scarecrow"		
Games "The Farmer in the Dell"	Children enjoyed this. Jodie joined in but Karl was a bit reluctant.	

E. EVALUATION

Children recalled experiences of the Puppet Show very vividly and accurately. They also represented their experiences using a variety of materials, eg. they enjoyed making puppets from paper planes, paper bags, carpentry boxes, etc. and used these in the puppet theatre.

The afternoon group were all involved in a puppet show. Catherine, Jason, Adam and Sandra built the puppet theatre with blocks and put chairs in there for the "audience".

Leanne, Mark, Ryan and Tina gave the puppet show and everyone else was the audience. Jason and Kylie had made tickets in the art area and sold them for 31¢ or 38¢.

This interest lasted for three days, Wednesday to Friday - continue next week - add new puppets - perhaps children can make own puppets for the puppet show.

The morning group particularly enjoyed making their own puppets but were not as interested in using them for a puppet show of their own.

Both morning and afternoon groups enjoyed drawing or painting pictures to send to Peter from "The Puppet People" so that he could decorate his new office. Some wrote him a letter.

When asked how we could send them to Peter they said we would have to post them. This sparked off an interest in Post Offices and childrer wanted to set one up - we have. Asked parents to save stamps, envelopes and will set up the Post Office.

The children were very interested in planting some flowers in our garden - follow up next week.

The children were very familiar with changes that occur in Spring and kept an eye out for evidence of some of these changes, eg. new leaves on trees.

Children in both groups co-operated well with one another to achieve the aims. This was especially noticeable with the afternoon group.

ANECDOTAL RECORDS – AN EXAMPLE

Anecodotal Records are kept in a loose leaf binder with a page headed for each child. Additionally pages can be added through the year if necessary. The pages are in alphabetical order for quick reference.

I plan to work with and observe one child per session so that each child is observed approximately every five weeks. Observations made by the aide or child's parents are sometimes added.

The following is a record of *some* of the observations I made through the year on one child in my group.

31/1/78
Jane was very much at ease in her new environment. She worked with puzzles did a painting of herself and a drawing of her family – talked about her younger brother. She spoke to Samantha often throughout the session.

6/3/78
Jane is working well. She often initiates play in the Home Area – made breakfast of bacon and eggs for Samantha and Karen – made a boat at carpentry – very good control of hammer. She went into the quiet area and completed three quite difficult puzzles quickly. Uses the climbing equipment confidently – good co-ordination, and grossmotor development.

15/4/78
Jane is planning well and follows through with her plan. Worked in the music area first. She kept in time with the music using a variety of instruments – good sense ofrhythm. Played with a ball outside – throwing to Karen – handles ball well – over arm throw.

18/5/78
Jane worked in the Block Area with Samantha. She made an airport with a runway and a place for people to wait. She referred to the Junior Picture Encyclopedia and found a picture of an airport. She drew a picture of the airport when she had finished.

6/7/78
Jane interacts well with other children and shows concern for them. Today she came and asked me to help Narelle with her carpentry as she was "having trouble". Jane made a house from carpentry. Worked at this for approximately ½ an hour and made the walls quite high (4 pieces of ply high – measured them to make sure they were all the same height and length). Then did a drawing of a caravan and car.

29/8/78
Jane is continuing to work well. Works independently and can carry through her plan well – also recalls well. Today she did a drawing of her family in the garden on holidays. Worked with four puzzles – and then did a painting of a garden. She is very friendly with Samantha, Karen and Narelle.

10/10/78
Jane worked with puzzles for most of the morning. Did a floor puzzle with Samantha, (the crocodile) then played memory game with Samantha, Narelle and Peter. Has good concentration. She worked with figure shapes and shape board. Then put the boards away and made her own pictures with the shapes made a tree and a car. Knows names of shapes.

2/11/78
Jane made a puppet theatre out of blocks in the block Area – got puppets from the Book Area and began to give a puppet show. Karen and Narelle and Tony also joined in and got some puppets – made up a story about a little girl playing in the park with her dog. Jane then went and made her own puppet out of collage materials – used this in puppet theatre. Also worked in Post Office – was postman delivering letters to everyone. Worked with Tony and Narelle.

A TEACHERS PROGRAM PLANNING - EARLY EDUCATION CLASS

A. VALUES AND PRINCIPLES: GOALS AND GROWTH

B. SHORT TERM PLAN OUTLINE

C. RELATING KEY EXPERIENCE AREAS TO SUBJECT AREAS -

- (i) Temporal Relations
- (ii) Classification
- (iii) Seriation
- (iv) Spatial Relations
- (v) Additional Activities

D. DAILY PLAN

E. CHECK-LIST OF CONCEPT DEVELOPMENT

A. VALUES AND PRINCIPLES: GOALS AND GROWTH

The C.C.P. I have developed is a format which has been useful in integrating pre-school and year one as an early childhood class. In many respects it could be called "thematic" as the interrelationship of the goals of temporal relations, classification seriation, and spatial relations are based on a major goal of a thematic nature. The major goal is always concerned with the development of social development of the child is not underestimated but intentionally related to cognitive development.

This C.C.P. makes use of Education Department Syllabi hence the categorisation of subject areas in terms of each cognitive concept to be developed. The delineation of motoric and verbal experiences facilitates the use of activities according to developmental levels of individual children. The activities outlined are merely guides for developing particular concepts. Many of these activities may not be used and may be substituted by more superior ones arising from work individual children pursue at work time.

The first page of this C.C.P. is enlarged and pinned on a notice board for parents to view. In this way mothers who may be helping on a particular day in the classroom are provided with a guide of topics to talk about with children; certain vocabulary to use, and books which may be read to children.

The daily plan is divided into three sections: time, activities and evaluation. Activities and goals are developed according to the C.C.P. outline and according to the prior day's evaluation. For example, if a child needs extending in furthering his understanding of a particular concept, then particular reference is made of this in the activities and goals section. In this way the particular concept may be developed by either working with the child on the particular task he has chosen or by introducing the child to a new task which he is willing to work on. For ease and speed I use a coding system to relate C.C.P. activities and aims to the daily plan. For example 1: 1(b) in the planning section of the daily plan refers to Temporal Relations (1) in the subject area of Language Arts (1) in the category of oral expression (b).

The evaluation section is used to indicate evaluations of both:– children and how they coped with the activities or goals outlined, and of the actual activities and goals chosen to indicate their suitability to the particular developmental level of individual children. The latter also provides an indicator of how well or inefficiently I succeeded in presenting the goals and activities. The children's names are written in red to enable me to utilize such information in keeping developmental records of children.

On the back of the "daily plan" page I record information of children's behaviour on that particular day, how I handled the situation, and the results and recommendations for future handling procedures. I have not enclosed a copy of such information as this section is usually only utilised for certain children with behaviour problems and is not always utilised daily as part of my planning. The information however is useful in evaluating developmental trends of children in their social behaviour not only for extrovert children but also for those who are very withdrawn. "Handling procedures" provides a useful indicator of which methods appear best to use in certain situations.

In evaluating I make use of comments made by parents who have been helping on that particular day and also of pertinent comments made by my aide. Discussions with my aide are unfortunately short and hence very informal owing to the hectic nature of the early childhood class day and playground duty in the primary school which we each must attend to during one lunch hour.

I use the attached "Observation Sheet" as a checklist of concepts and abilities attained by individual children which includes checking of intellectual abilities, attitudes and feelings and skills of large motor, fine motor sensory awareness and communication skills. For more developed children particularly in year one, I use checklists which I have prepared based on Education Department Curriculum Guides.

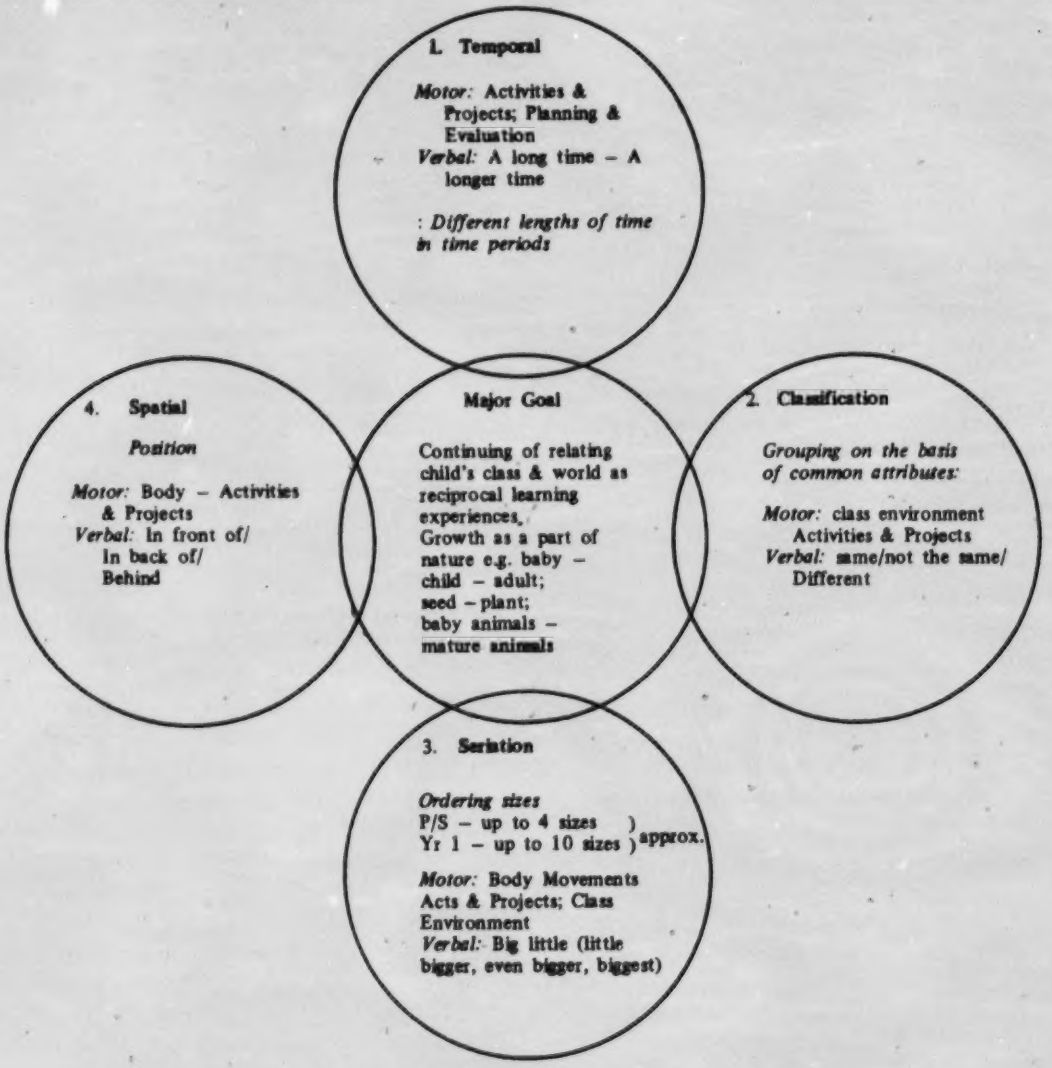
The use of a social experience "theme" and particular concepts to be developed are used as an emphasis to a fortnightly (or longer) programme. These activities are not the only ones developed in that time. I believe I must stress this because my C.C.P. is not aimed at emphasising activities as being more important than goals. The goals are in fact developed on the basis of observation of children and a resultant evaluation revealing areas of social, physical emotional and cognitive goals which need developing. Hence my C.C.P. is a reflection of the most important of those goals which on average have not been achieved by individual children or which need reinforcing in a different environmental context. Thus activities are not merely "pulled out of a magicians hat" but analysed and selected according to the developmental level of individual children and their particular related interests.

At the base of each page of my C.C.P. I leave room for further evaluative comments of a general nature however I find the evaluation column of the "daily plan" is sufficient for my use.

B. SHORT TERM PLAN OUTLINE

C.C.P. for Early Childhood Class – Pre-school Year 1

Week commencing 24th July to week ending approx. 4th August (may take longer).


1. Temporal
Motor: Activities & Projects; Planning & Evaluation
Verbal: A long time – A longer time
: Different lengths of time in time periods
4. Spatial
Position
Motor: Body – Activities & Projects
Verbal: In front of/ In back of/ Behind
Major Goal
Continuing of relating child's class & world as reciprocal learning experiences.
Growth as a part of nature e.g. baby – child – adult;
seed – plant;
baby animals – mature animals
2. Classification
Grouping on the basis of common attributes:
Motor: class environment Activities & Projects
Verbal: same/not the same/ Different
3. Seriation
Ordering sizes
P/S – up to 4 sizes) approx.
Yr 1 – up to 10 sizes)
Motor: Body Movements Acts & Projects; Class Environment
Verbal: Big little (little bigger, even bigger, biggest)

Resources:
Kindle kit: "People Packages"
Animals and How They Grow Kit
Related *books & tapes* about baby's and baby animals – adults.

Books:
"Peter's Chair" – Keats
"A Brother for Momoko" – Iwamki
"The Very Little Boy"
"The Very Little Girl" – Krasivilosky
Macdonald Readers about Animals

Additional Goals:
(social)

The child:
. becomes aware of change from babyhood to childhood – notices differences in dependency; speech; motor skills; intellectual.
. distinguishes between baby animals and adult animals – names at least 5 adult animals & names of babies.
. realises need for care in looking after the "small", "young" creatures and plants e.g. baby's (human & animal); seeds etc.
. becomes familiar with the structure of a baby's body particularly if the child concerned has no baby brother/ sister.

Visit:
Matthew's mother to bath her baby & breast-feed

Home-corner:
Set up baby-bath, doll, clothes, towel, washer, powder, soap, oil, cottonbuds, etc.

Observation:
Guinea pigs of grade 5/6 if able and their babies.

5. Additional Support Materials (adding during implementation of C.C.P.)

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C. RELATING KEY EXPERIENCE AREAS TO SUBJECT MATTER

(i) Temporal Relations: A Long Time/A Longer Time

SUBJECT AREA	MOTORIC EXPERIENCE	VERBAL EXPERIENCE
1. Language Arts (a) Reading	. Compares length of time taken in reading various books (from Resource List) by child or aide. . Tapes voice reading.	. Discusses variation in terms of long/short. . Times and replays to compare using long short vocabulary.
(b) Oral Expression	. Planning . Observe bathing and feeding of baby. Role/shorter.	. Discuss how long each activity child thinks it will take.
(c) Writing	. Write and draw about work activities using words long/longer or short/shorter.	. Children discuss at evaluation time with each other.
(d) Listening	. See Music 4(b).	
2. Mathematics (a) Numeration + sets	. Counting to 40 in sets of 10.	. Discuss difference in counting to 40 from 1 - 40 or in 10's to 40. Which took longest? Why?
3. Science	. Plants varying seeds e.g. mung, alfalfa, pumpkin etc. Observes variations. . Uses graph to show growth. Day 1, Day 2, etc.	. Individual discussion - which seeds took longest to sprout? Compare with graph.
4. Music	(a) "Snail" song (b) Listening recorder discrimination	. Discuss length of time of movement of snail to humour.
5. Physical Education	Ball games for inter-school sports - length of time each game takes.	. Discuss reasons why one took longer/shorter than the other.

Evaluation:

(ii) Classification: Same/Not Same/Different

SUBJECT AREA	MOTORIC EXPERIENCE	VERBAL EXPERIENCE
1. Language Arts (a) Reading	. Identifies words that are same/not same/different according to number of letters, types of letters etc.	. Discuss individually reasons for choice and categorization.
(b) Oral Expression	. Distinguishes between varying baby photos of children in class.	. Gives reasons for difference.
(c) Writing	. Uses words same/not same/ different in relating a story of what type of work was done at work time.	. Children compare with work done yesterday, earlier in the day.
(d) Listening	. Play Baby Animal's Game.	. Children distinguish which baby animal sounds are same/different.
* Pre-reading	. Play same/different game.	. Distinguish differences in shape, size, colour and categories.
2. Mathematics (a) Spatial Knowledge	Arrange shapes in different ways and play "shape" game.	. Distinguish and discuss differences in shape, size, colour (group).
(b) Sets	Arrange sets of animals e.g. animal habitat game; + according to growth e.g. baby + adult.	. Individual discussion of reasons for classification, children count members of each set.
3. Science	Observe varying seeds and plants that grew from them.	. Identify differences and similarities.
4. Music	. Old MacDonald song - Animal. . Ella Jenkins - instant sounds/shapes and sizes.	. Discuss same/different. . Discuss same/different in relation to each.
5. Physical Education	Play varying ball games and running events etc.	. Children name and identify similarities and differences of each
6. Social Studies	. Follow-up after visit. Children role play baby bathing and feeding.	. Individual discussion about utensils that are same/different + comparison of baby to doll.

Evaluation:

(iii) Seriation: Little/Bigger/Even Bigger/Biggest

SUBJECT AREA	MOTORIC EXPERIENCE	VERBAL EXPERIENCE
1. Language Arts	Observe sizes of words and sentences at evaluation time and representation.	. Discuss in group to develop concepts of little/bigger etc.
2. Social Studies (a)	. Children arrange photos of varying other children (in sets).	. Discuss and encourage various ways of arranging sets e.g. littlest/biggest children. . Discuss why children change in size.
Science (b)	. Arrange 5 plant pots in varying sequences (each pot has different plants growing).	. Talk about different ways e.g. ascending/descending order i.e. littlest/biggest etc.
Maths (c)	. Record of growth of plants on graph.	. Work out reasons for plant growth in relation to size of seed.
(d)	. Arrange pictures of animals.	. As for 3.2 (a)
3. Mathematics	. Arrange interlocking cups and coloured pegs. Count number of each.	. Discuss individual at work time according to seriation.

Evaluation:

(iv) Spatial: In front of/Behind/In Back of

SUBJECT AREA	MOTORIC EXPERIENCE	VERBAL EXPERIENCE
1. Language Arts	Read books from display shelf as per Resource List + photo album.	. Discuss individually the "front" and "back" of books.
2. Social Studies (a)	Baby is bathed by mother. Children watch where and how mother washes baby.	. Point out and discuss positions of bathing "in front" (e.g. on stomach), "in back" (on back) behind. . Use terms in follow-up role-play.
Science (b) Mathematics	Arrange plant pots in varying orders.	. Discuss positions - "In front of", "behind" etc. . The pinto beams are in front of the mung beams.

Evaluation:

(v) Additional Activities: (added during implementation of C.C.P.)

SUBJECT AREA	MOTORIC EXPERIENCE	VERBAL EXPERIENCE
1. Language Arts	Blowing bubbles.	Children learn new poems and rhymes: . A.A. Milne "When I Was One" . The Bubble - related to baby activities + phonics of letter 'b' . My Little Brother
2. Words and Pictures T.V. Programs	Do collage of new phonics sound.	. Discuss related sounds of words beginning with that sound.
3. Music and Movement	Instruments in music corner - to make sounds of baby e.g. *gentle, soft, quiet, sweet, soothing when baby sleeps.	. Use these words* . Children make up own lullaby. . Play Brahms' Lullaby and discuss in terms of words used.*
	Devise own lullaby dances/ movement to put baby to sleep.	Hush-A-Bye-Baby
4. Mathematics Operations	Varying sums of +, -, x, ÷	Children work out stories about each to reveal understanding.
5. Science	Plants - bean growth.	Story of "Jack and The Beanstalk."

Evaluation:

D. DAILY PLAN FOR EARLY EDUCATION CLASS

Wednesday, 26th July 1978

Time	Activities	Evaluation
Before School	• Begin setting up home corner in preparation for baby visit. • Use children and discuss with them what might be needed.	*Paul* – very precise and detailed suggestions *Wanita* – very helpful in rearranging furniture though she did not wish the "doctors surgery" to change to a "maternity hospital". We compromised.
Planning 9.00 – 9.15 (12.30 – 12.45)	• Refer to 1:1(b) lengths of time • Inform children of'cooking' – ice cream • Work with *Craig* – Note his interactions with other children	Not appropriate today. *Craig* worked at cooking.
Work: 9.15 – 10.05	**Cooking:** -Aims – differences of powdered milk to liquid milk. • change in colour of water when powdered milk is added. • change in texture liquid – ice • taste – cold – sweet (ilicit and use words e.g. slippery, icy, sweet, etc. Write words. Children illicit on board for representation time (Refer to 2:1 (a)	*Michael* not willing to participate preferred swings. Mother as aide today tried to force him to come in. *Tara* joined in cooking group for the first time. *Michael C.* recalled from last week how powdered milk is formed. *(Icecream took all day to freeze – need to start earlier in day)*
	Maths: Work with Peter, Emma, Wanita and Craig L. on 2.2(a) and Operations. **Reading:** in groups. **Science:** graph recordings	*Emma & Tracy C.* competed with each other – worked very fast and accurate attempts. Emma showed she is capable of working faster. *Guy* could not keep up, needs more individual work first. *Guy* Very keen to ensure graphwork is completed daily.
Tidy Up – 10.15 (–1.45)	Tidy Up song and classification using Spatial Relation concepts. In Front/Back/Behind Use of recorder to dismiss Music 1:4(b)	*All pre-school children* understood these concepts in this way. *Micheal, Tanya E. Craig R. Louise* not sure of longer than. Confused by extra concepts of first and last. Need to be more specific.
Fruit 10.15 – 10.30	Compare fruit/processed foods and sizes of fruit *Seriation concepts 3*	
Representation & Evaluation 10.30 – 10.45 (2.00 – 2.15)	Cooking groups – Use of tasting words. Children in pre-school group mime sequence of recipe.	*Michelle* used whole body in miming once again. *Craig L.* very involved BUT even if praised is very shy and almost embarassed.
Skill Groups 10.45 – 11.10 (2.15 – 2.40)	• Reading group – concentrate on expression (Mother-aide) • Relay Teams for school sports. Concepts of "in front/ in back/behind"	*Tanya E.* had difficulty in understanding "in back of".
Whole Circle 11.10 – 11.30 2.40 – 3.00	Read story "Peter's Chair" and revise poem "When I was One"	*Jennifer G.* new story off pat. *Craig L.* related story to new baby sister – told us she was one, also.
Dismiss	Individuals must identify mime action of cooking sequence.	

E. CHECKLIST OF CONCEPT DEVELOPMENT

Observation Sheet – Program Planning

Name of Child: ..... Age at 1st March, 19__ .....

A. INTELLECTUAL ABILITIES

	Date	Date	Date
1. CLASSIFICATION			
(i) common function (cups, mugs, etc. are for drinking)			
(ii) Association – shoe – foot			
(iii) Common attributes SIZE			
COLOUR			
SHAPE			
OTHERS			
(iv) General Classes, furniture, animals			
2. SERIATION			
(i) SIZES (up to 4) little, bigger, even bigger, biggest			
tall/short			
long/short			
high/low			
fat/thin			
narrow/wide			
(ii) QUANTITIES (up to 5) same, less, more			
(iii) QUALITIES (up to 3)			
softer/harder/hardest			
loud/quiet			
fast/slow			
smooth/rough			
hot/cold			
dark/light			
heavy/light			
3. SPATIAL RELATIONS			
(i) Body Awareness, name of golf & other parts of body & function, facial expressions			
(ii) Position			
on/off			
on top of/over/under			
in/out			
into/out of			
top/bottom			
above/below			
in front of/behind			
beside/ next to			
between			
front, next, last			

	Date	Date	Date
(iii) Direction			
Up/Down			
Forward/backward			
Around/through			
To/from			
Toward/away from			
Sideways			
Across			
(iv) Temporal Relations			
(a) Beginning and End			
Start/Finish			
(b) Ordering of Events			
At the same time/now			
First, second, third . . .			
Next, again			
(c) Different lengths of time			
A short time			
A longer time			

B. ATTITUDES – FEELINGS

	Date	Date	Date
SELF			
1. Initiative			
(a) Makes choices			
(b) Active – passive			
2. Curiosity			
(a) Exploring			
(b) Experimenting			
(c) Asks questions			
3. Self-confidence			
(a) Trusts own thinking			
4. Creative Thinking			
(a) Eagerness to find more than one way of doing things			
5. Other Children			
(a) Listens			
(b) Considers			
(c) Shares			
(d) Helps			
(e) Talks with			
6. Adults			
(a) Listens			
(b) Co-operative			
(c) Shapes ideas etc			
7. Self control V Adult control			
(a) Makes plans			
(b) Carries out			
(c) Evaluates			
8. Independence in Problem Solving.			

C. SKILLS

	Date	Date	Date
1. LARGE MOTOR SKILLS			
2. FINE MOTOR SKILLS			
3. RECOGNISING OBJECTS THROUGH SENSES			
(i) Sight			
(ii) Feel and Touch			
(iii) Sound			
(iv) Smell			
(v) Taste			
4. COMMUNICATION SKILLS			
(i) Listening			
(a) Attends			
(b) Discriminates			
(c) Associates			
(d) Remembers			
(ii) Visual Perception			
(a) discriminates			
(b) Associates			
(c) Remembers			
(iii) Verbal Self Expression			
(a) Tells experiences			
(b) Expresses needs			
(c) Asks questions			
(iv) Expresses self using body			
(a) Mime, gesture			
(b) Facial expression			
(v) Speech			
(a) audible?			
(b) Clear?			
(c) Sentence form?			

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A TEACHERS PROGRAM PLANNING - YEAR 1

A. VALUES AND PRINCIPLES: GOALS AND GROWTH

B. ORGANISING THE CLASSROOM (INCLUDING FLOOR PLAN)

C. FILES RELATED TO EACH CURRICULUM SUBJECT AREA - SOME EXAMPLES FROM THESE - 'ME', 'I LIKE', ANIMALS

D. EVALUATION

E. PARENT PROGRAM

A. VALUES AND PRINCIPLES: GOALS AND GROWTH

The philosophy upon which I base my teaching is essentially 'child-centred.' I accept each child as an individual both in ability and learning expectations. I believe learning is interactional, that it is personal and individual and cannot occur in a vacuum. Learning occurs when the individual acts upon or reacts to some aspect of the environment. Therefore, I see learning as a dialectic process between inner experience and outer experience, a creative active process of adjusting to outer experience in terms of inner experience. Learning is an ongoing process; a continual building on what has gone before. In planning my teaching style and program it has therefore been necessary to consider the type of area and background from which the children come in order to assess and understand the children's experiences prior to starting school. I work, therefore, within the framework of the general school policy.

The school district predominantly provides low-cost housing and the greater number of parents are at the lower end of the socio-economic scale. A significant number of children, because of poor material environment at home, because of paucity of verbal communication in the home and lack of variety of stimuli, have language skills and mathematic skills poorly developed. A significant number of Grade 1 children, despite pre-school experience, are remarkably immature, and are considered not ready for formal reading and mathematics programs and have motor skills poorly developed. A significant number of children are from families that are in social or personal crises of one kind or another. A significant number of children are 'culturally deprived.' They have little opportunity outside school to enjoy painting, music, dance, plays, craft, even gardens and flowers.

I am, therefore, as a class teacher, concerned with more than the intellectual development of the children. I am equally concerned with their emotional and social development. My main goal is the all round development of the child to his/her full potential. The emphasis of my teaching is learning through discovery; exploration and manipulation, through real rather than abstract experiences. My emphasis is on personalized and individualistic tuition within the integration of a multi-area approach in a team teaching situation.

My objectives are:-

1. To provide an environment in which the teacher can relate to the children's own experiences, spoken language and interests - thus developing oracy and literacy and numeracy.
2. To provide a range of materials to suit the different developmental levels and learning styles of individuals thus encouraging self-motivation, development of independence, autonomy, rationality and sensitivity.
3. To improve the understanding and acquisition of basic skills in all areas and to broaden and extend curriculum programs. A child will develop a working knowledge and understanding of mathematical skills and concepts.
4. To encourage responsibility, independence and initiative in children and to encourage co-operative endeavour in group work and in whole class activities.
5. To provide a strong link between home and school and encourage greater understanding by increasing parent participation and involvement.

B. ORGANISING THE CLASSROOM

I believe these short and long term objectives can best be achieved by providing an open learning environment where children can learn at their own rate and through their own learning styles. Over the past three years, I have developed an integrated approach to teaching with a definite progression of skills in accordance with the Curriculum Guides. I have made provision for individualisation and child choice by establishing learning centres in the classroom. Whereas I have had extensive experience in this open integrated teaching approach, my teaching partner has not. My teaching method has therefore, been modified to suit and create a harmonious team teaching situation. We therefore organize Mathematical and Language Arts activities throughout the mornings, punctuated by Physical Education, and Music where both groups mix in friendship groupings. During set times for Mathematics, the teacher may include groups for construction, maths games, an art activity etc., as well as weighing, water and measuring activities, whereas during the Language Arts times, the listening post, wendy-house play, interest corner and puppetry may be included with the usual Language Arts games and activities. We try to maintain consistency in daily routine and the organization of each main group is facilitated by the Planning Boards. During the morning assemblies in the 'circle' and during the afternoons, friendship groups predominate and activities and teaching experiences are shared as a whole class group. We try to have one day each week when throughout the day the children work in friendship groups at various prescribed activities, revolving periodically to give variety and experience at each activity. Activity Day is usually Friday, but the timetable is made flexible to fit in with events such as Open Day and days when one teaching partner is absent.

Our type of teaching program has dictated that the classroom be structured and organized in a specific way. The classroom is arranged to allow the children to be active and physically engaged with materials and equipment, whilst language is the medium of communication and the tool for thinking. We use themes based on the child's experiences and relating to displays and areas in our room to stimulate learning. Academic and social skills are intended to be developed in conjunction with the development of attitudes and values. The room has been separated into areas or 'corners' where all the relevant equipment, books and displays belong. These areas are clearly marked and the children are familiar with this arrangement and the use and storage of the materials. Areas include - Interest Corner, Wendy House, Social Studies, Puppet Theatre, Music Area, Library/Quiet Area, Listening Post, Construction Area, Shapes Corner, Weighing Area, Number Corner, Measuring Area, Water Area, Art and Craft Area and Sounds Corner. The children also have an area where they store their own belongings. These areas enable us to give the children real and meaningful experiences and physical framework in which to learn.

At the beginning of the school year, Class 1AB was divided into two groups, predominantly for the purpose of teaching Mathematics and the Language Arts. The division was made on the basis of the children's ages to produce a composition of children of similar ages in each group. It was decided at that time that being an experienced teacher, whereas my partner was in her first year of teaching, my group would contain those children whom it was thought would present discipline problems and those with possible learning difficulties.

The division was made on the basis of consideration of two major factors - the teachers and the children. Being a member of a class teaching team means the teachers co-operate in the organization for the area as a whole, but division in this manner leaves the individual teacher free to organize her own group and to impress her own personal teaching style and interpretation in a manner best suited to her needs and abilities as a teacher.

At the same time it was felt that as the class contained a significant number of immature children, many of whom experience an insecure background, the children would benefit from a secure relationship with one adult who has for them a personal concern. The teacher would set attainable goals for these children of differing abilities whilst at the same time keeping standards of attainment as high as possible. The child would have a good deal of contact with the other teacher in the team, and he would himself be part of the co-operative, collective atmosphere of Class 1AB.

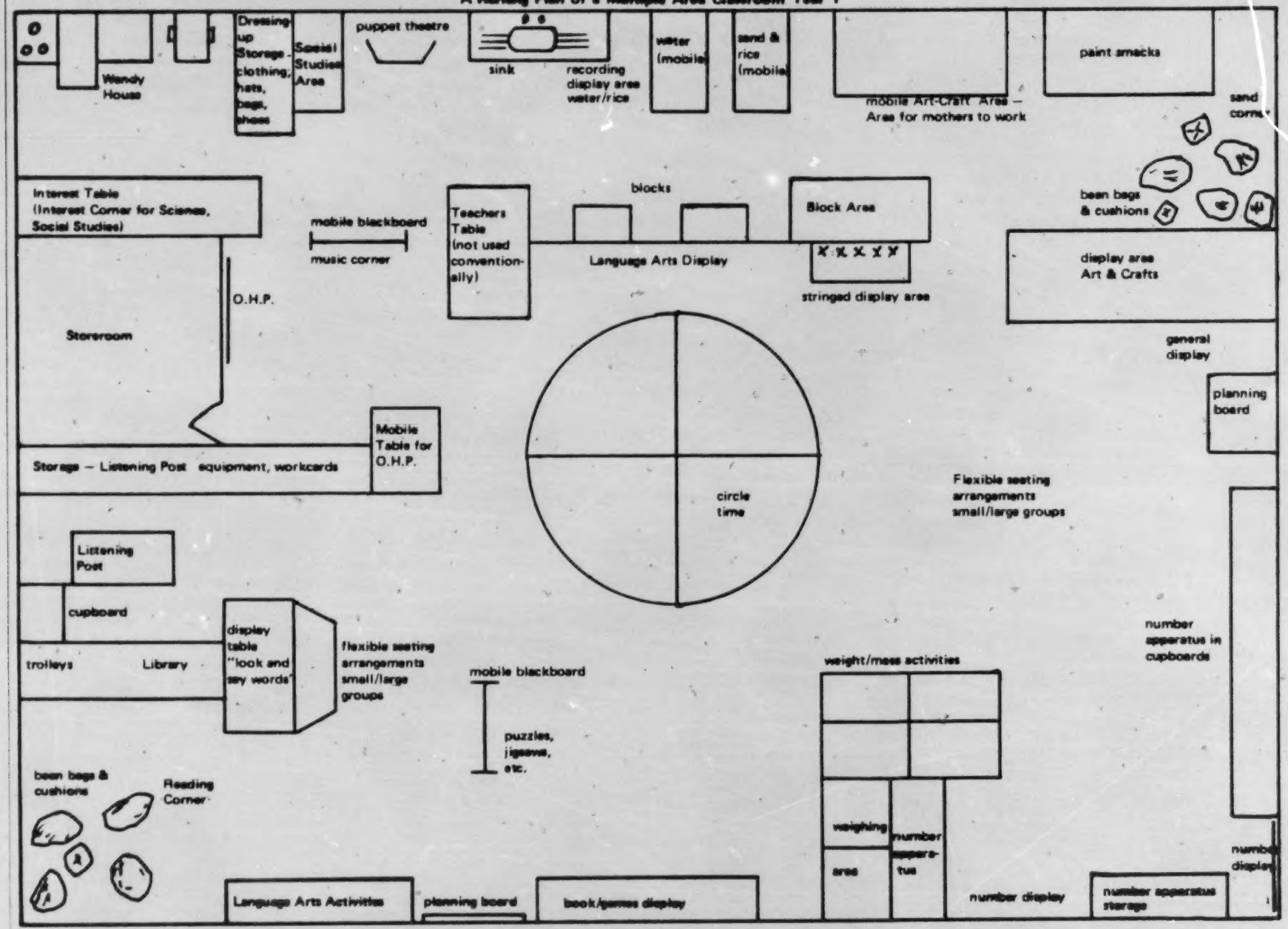
The teaching of the other subject areas would be a shared responsibility of the two class teachers. However, planning and preparation would be a divided responsibility. I would be responsible for Social Studies and Science; my partner for Music and Physical Education. We would both share the planning and preparation of Art.

From an organizational point of view, I believe 'grouping' of children in the classroom is essential, in order to cater for the marked range of developmental levels of individual children within the whole group. I used 'concentration span' and 'ability' as the criteria for the evaluating and grouping of the children for whom I was responsible. To broadly determine these factors initially, I used aspects of the Pre-School Screening Test and Rating Scales for Language and Writing Skills for Mathematics and for Social Interaction. These Scales were to be carried out at the beginning, middle and end of the school year. Whilst accepting the disadvantages of Rating Scales, they are nevertheless, of some value in obtaining an idea of a child's position in relation to the whole group and to judge whether a child progresses or regresses in teacher expectation and aspiration. The fluidity of this situation has allowed for mobility between the groups during the year, thus overcoming the initial disadvantages of using Rating Scales.

In order to establish a working relationship as a teaching team, communication is of paramount importance. We therefore set a time each day when we sit down together for evaluation and planning. At these times, we decide on common expectations for each other and for the children, on room arrangement and on the daily routine. We decide on individual and mutual responsibilities and on daily and weekly goals for groups of children.

To help us and to aid consistency, we refer to a Team Teaching Checklist, to an Active Learning Checklist and to a Room Arrangement Checklist. It is at these discussion times that we evaluate the work of our Voluntary Aides and our Teacher Aides. We jointly plan work goals and expectations for these aides. Whenever possible, we involve the Aides in our discussions.

A Working Plan of a Multiple Area Classroom Year 1

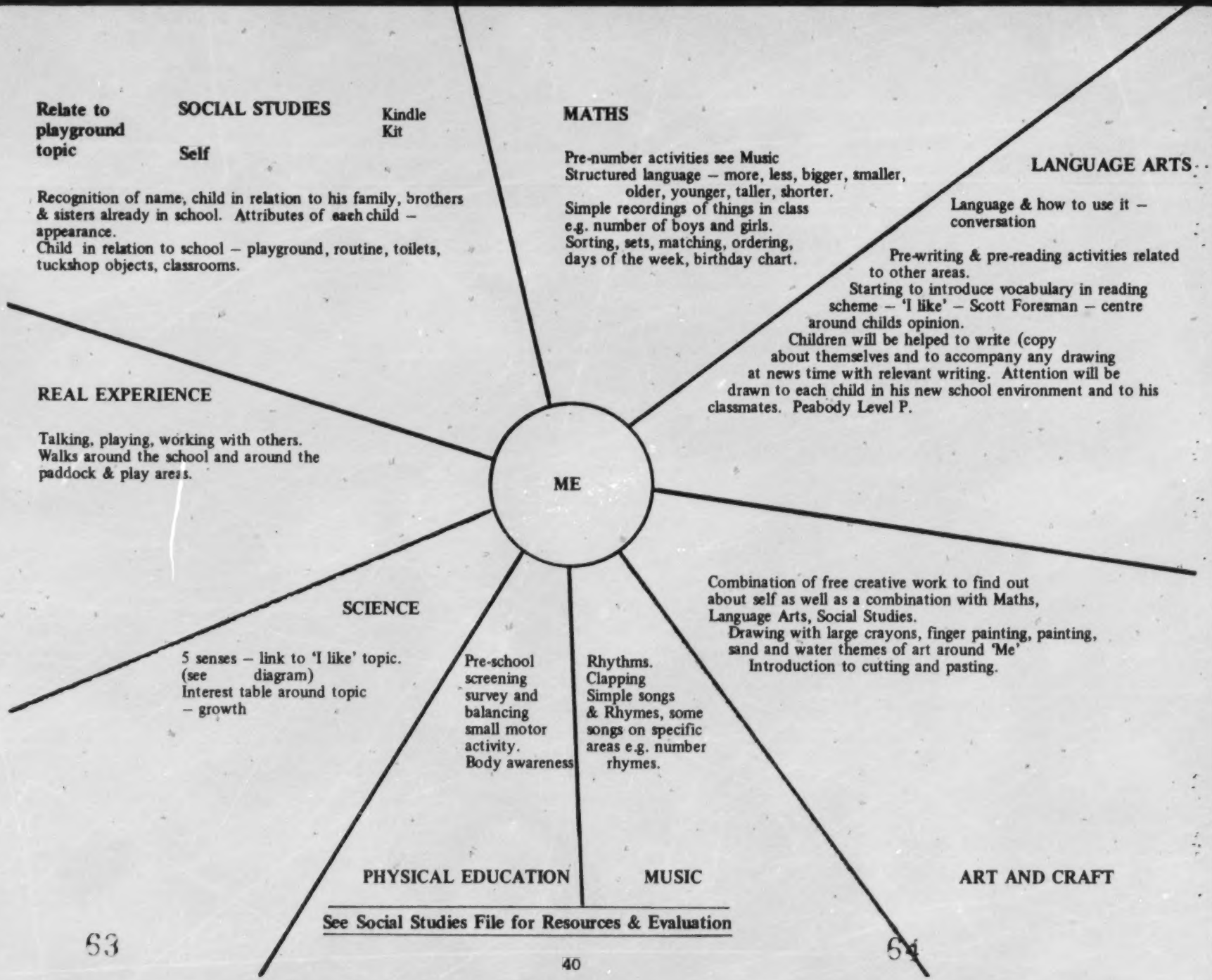


C. FILES RELATES TO EACH CURRICULUM SUBJECT AREA

I have separate files for each of the Curriculum areas. In each file, is a detailed C.C.P. as directed by the Curriculum Guides.

I work from a basic topic, e.g. 'Me', 'Animals', 'I Like', and draw all the subject areas together in a flow chart. I then refer to my subject files for resources, evaluation and checklists.

I plot each group's progress in specific areas by means of checklists of basic skills in my mark book.


Relate to playground topic
SOCIAL STUDIES
Kindle Kit
Self
Recognition of name, child in relation to his family, brothers & sisters already in school. Attributes of each child – appearance.
Child in relation to school – playground, routine, toilets, tuckshop objects, classrooms.
MATHS
Pre-number activities see Music
Structured language – more, less, bigger, smaller, older, younger, taller, shorter.
Simple recordings of things in class e.g. number of boys and girls.
Sorting, sets, matching, ordering, days of the week, birthday chart.
LANGUAGE ARTS
Language & how to use it – conversation
Pre-writing & pre-reading activities related to other areas.
Starting to introduce vocabulary in reading scheme – 'I like' – Scott Foresman – centre around childs opinion.
Children will be helped to write (copy about themselves and to accompany any drawing at news time with relevant writing. Attention will be drawn to each child in his new school environment and to his classmates. Peabody Level P.
REAL EXPERIENCE
Talking, playing, working with others.
Walks around the school and around the paddock & play areas.
ME
SCIENCE
5 senses – link to 'I like' topic. (see diagram)
Interest table around topic – growth
Pre-school screening survey and balancing small motor activity.
Body awareness
Rhythms.
Clapping
Simple songs & Rhymes, some songs on specific areas e.g. number rhymes.
Combination of free creative work to find out about self as well as a combination with Maths, Language Arts, Social Studies.
Drawing with large crayons, finger painting, painting, sand and water themes of art around 'Me'
Introduction to cutting and pasting.
PHYSICAL EDUCATION
MUSIC
ART AND CRAFT
See Social Studies File for Resources & Evaluation

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I LIKE

SCIENCE

Relate to 5 senses –
Why do you like it? – touch? taste? sound? smell? textures sight?
Touch taste and smell display on interest table.
Display of Peabody Level P. fruit and vegetables – discuss where grown, how grown, how harvested, how eaten.
Smell: joss sticks, polo box, coffee jar, perfume, mothballs, spices, cloves.

MATHS

Sets – sweet
– sour

Sorting – I like
– I do not like.

Sets – vege
– fruit

Sets – meat
– fish

Mass, weight, length. Children free to explore these areas with food, e.g. heavier, longer.

Ordering fruit – size & shape
Numberation
Matching – colours & fruit; smells & food.
Matching – shops – food
Relationships; comparisons.

LANGUAGE ARTS

Scot Foresman –
Cheese, Peas and Chocolate Pudding
Just My Size pgs 4–5; 34–35
'I like'
Study book p 4–5.
Magneticboard & Magnetpieces P.S. 1368 11–17
Stories to be read; poetry, Nursery Rhymes about food
Language Activities kit – cafeteria – pictures about food.
Language i.e. How to use it – stories, poems, – touch and taste. Peabody – Level P – Food cards. The words 'I like' to be taught 'look and say' – phonics to be introduced as initial sounds.

SOCIAL STUDIES AND REAL EXPERIENCES

See Cooking – taste, smell,
People in our neighbourhood who help us – butcher, hot bread shops – role play & house owner.
Peabody kit cards – food, vegetable & fruit kit.

MUSIC & DRAMA

Our favourite music – records, tapes.

Our favourite songs to listen to and to sing.

Our favourite stories to act.
Mime, action songs.

PHYSICAL EDUCATION MOVEMENT

Ways we like to move.
Music we like to move to.
Our favourite poems for movement.
Our favourite dances – folk.

ART AND CRAFT

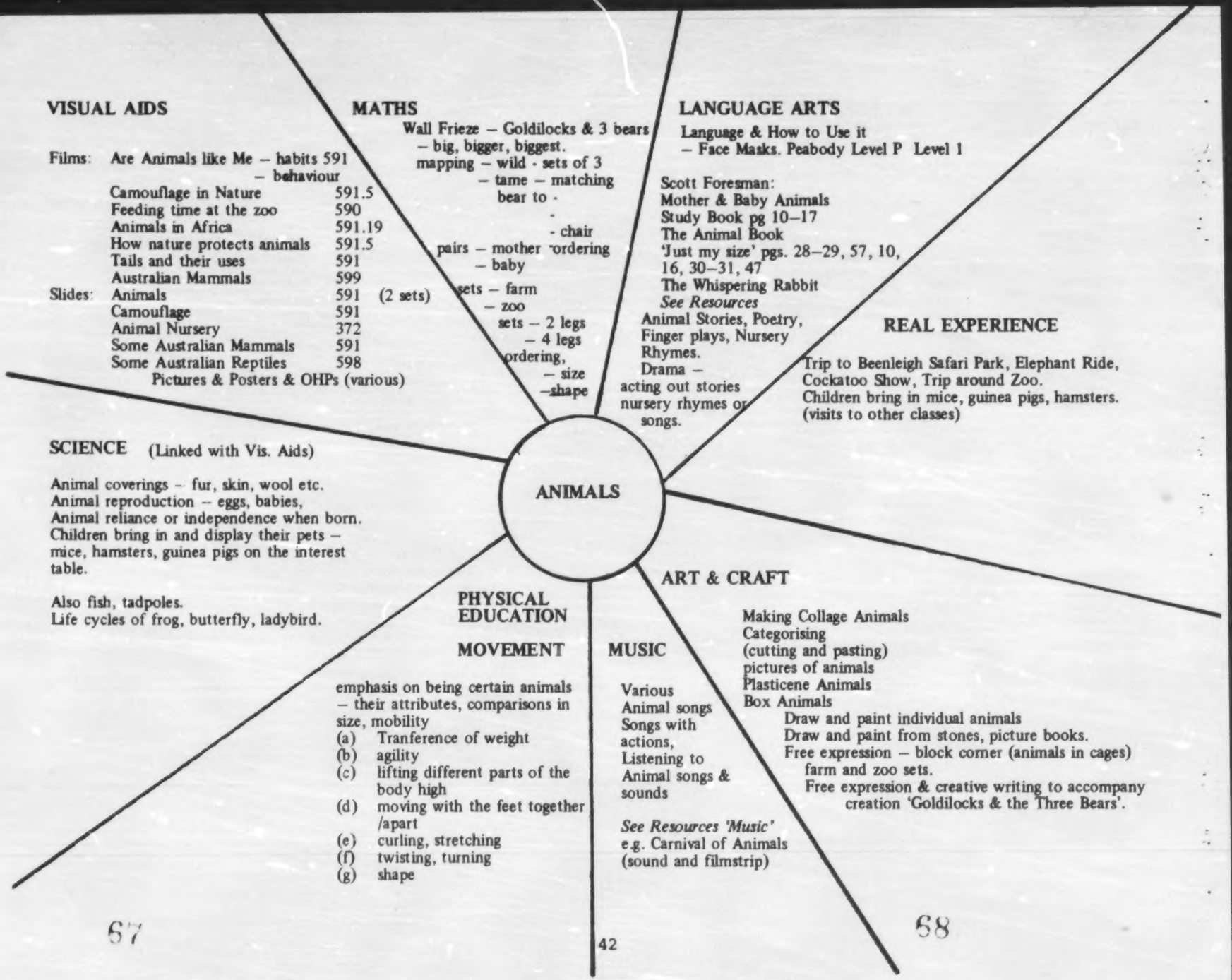
(1) Potato Printing – half potatoes, blunt knives, acrylic paint.

(2) Vegetable monster motivation story 'Where the Wild Things Are' & movement to Dagger Dance – Vegetables, toothpick, pliable wire, buttons etc.

Cooking
(1) Instant pudding
(2) Pikelets
(3) Gingerbread men.
(4) Popcorn

65

66


ANIMALS
VISUAL AIDS
Films: Are Animals like Me – habits 591
– behaviour
Camouflage in Nature 591.5
Feeding time at the zoo 590
Animals in Africa 591.19
How nature protects animals 591.5
Tails and their uses 591
Australian Mammals 599
Slides: Animals 591 (2 sets)
Camouflage 591
Animal Nursery 372
Some Australian Mammals 591
Some Australian Reptiles 598
Pictures & Posters & OHPs (various)
MATHS
Wall Frieze – Goldilocks & 3 bears
– big, bigger, biggest.
mapping – wild - sets of 3
– tame – matching
bear to -
-
- chair
pairs – mother ordering
– baby
sets – farm
– zoo
sets – 2 legs
– 4 legs
ordering,
– size
–shape
LANGUAGE ARTS
Language & How to Use it
– Face Masks. Peabody Level P Level 1
Scott Foresman:
Mother & Baby Animals
Study Book pg 10–17
The Animal Book
'Just my size' pgs. 28–29, 57, 10, 16, 30–31, 47
The Whispering Rabbit
See Resources
Animal Stories, Poetry, Finger plays, Nursery Rhymes.
Drama – acting out stories nursery rhymes or songs.
REAL EXPERIENCE
Trip to Beenleigh Safari Park, Elephant Ride, Cockatoo Show, Trip around Zoo.
Children bring in mice, guinea pigs, hamsters. (visits to other classes)
SCIENCE (Linked with Vis. Aids)
Animal coverings – fur, skin, wool etc.
Animal reproduction – eggs, babies,
Animal reliance or independence when born.
Children bring in and display their pets – mice, hamsters, guinea pigs on the interest table.
Also fish, tadpoles.
Life cycles of frog, butterfly, ladybird.
PHYSICAL EDUCATION
MOVEMENT
emphasis on being certain animals – their attributes, comparisons in size, mobility
(a) Tranference of weight
(b) agility
(c) lifting different parts of the body high
(d) moving with the feet together /apart
(e) curling, stretching
(f) twisting, turning
(g) shape
MUSIC
Various Animal songs
Songs with actions,
Listening to Animal songs & sounds
See Resources 'Music'
e.g. Carnival of Animals (sound and filmstrip)
ART & CRAFT
Making Collage Animals
Categorising (cutting and pasting) pictures of animals
Plasticene Animals
Box Animals
Draw and paint individual animals
Draw and paint from stones, picture books.
Free expression – block corner (animals in cages) farm and zoo sets.
Free expression & creative writing to accompany creation 'Goldilocks & the Three Bears'.

EVALUATION OF TOPIC ANIMALS

Language Arts
A very stimulating topic. Children really enjoy hearing, reading about, looking at the variety of animals. Much of the phonic work and look and say words have involved animals and consequently the children's attention has been held successfully.

Maths
Very successful due to the use of concrete materials (pictures, models,, of animals) when doing operations.

Much maths language has been used, heavier, lighter, taller, shorter, big, little, wide, narrow.

The sets approach led to comparisons, sorting, ordering, inclusion, number, matching.

Music and Physical Education and Drama
Great enjoyment was the essential component in these subjects. The children have learnt many animal songs, practised animal noises nad have pretended to be numerous types of animals. Through these subjects the children have learnt much.

Visual Aids and Science
For slides, and films shown to the children see Filmstrip Resources Leaflet. The films generally were very interesting and held the children's attention. The children brought into school caterpillars, tadpoles, grubs, beetles, and we watched the life cycles. Neville brought in his 2 pet mice and others brought in photos and news of their pets.

Art and Craft
Wall frieze – very pleasing results, the children work well. The children enjoy painting and making things with junk.

Real Experiences
See our trip to Beenleigh Safari Park.

Level II Scott Foresman

Read Aloud Library
Quiet! There's a Canary in the Library. – procession of animals go to a library to read.

Reading Books
1. The Bus Ride – various animals get on a bus (repetition of sequence)
2. The Lion's Tail

Special Practice Books. Set A
1. Homes
2. Chipmunks

Special Practice Book Set B
1. A bird can fly
2. Paper Bag Animals
3. Tracks
4. Mr Jumble at the Zoo

Study Book
Much of Language Arts work here involves words, pictures, phonics, to do with animals.

Animals Stories Also See Language Arts Resources
1. 'Little Hippo'
2. Animals should definitely not wear clothing'
3. 'The animal doctor'
4. 'Where Do Bears Live? and many more
5. Just So Stories – Kipling
6. Sammy Seagull Goes to School
7. Billy Goats Gritt
8. The Little Red Hen
9. The Ugly Duckling
10. Horton Hatches the Egg

Drama
Jump and Jiggle
The Three Bears
Charades by mime

Poetry
"Just My Size"

Songs
1. Little White Duck
2. Teddy Bears Picnic
3. The Elephant's Ears
4. Kookaburra
5. Baby Koala Bear
6. Squirrel Wutkin
7. Leo the Lion
8. Big black dog etc.
9. 5 Little Ducks
10. Old Macdonald
11. Little Peter Rabbit
12. Daddy's taking us to the zoo
13. A frog went walking
14. My Little Puppy
15. One Elephant/Hey de

Music and Movement
1. Carnival of Animals listening and moving to music which suggests certain animals
2. Valse des Fleurs – as a culminating activity for moment/lessons – focus in flight and landing

This little Calf eats grass
This little Calf eats hay
This little Calf drinks water
This little Calf runs away
This little Calf does nothing
But lies in the sun all day.

See 'Poems for Movement'
Horses gallop
Monkeys leap
Eagles swoop
And possums sleep
Panthers pounce
Rabbits hop
Bullfrogs drill
And Donkeys stop.

D. EVALUATION

In evaluating the child's development in specific areas through the year, I am using Checklists in Physical Education, Music, Social Studies as well as in Language Arts and Mathematics, I also use dated anecdotal records for correlating social as well as academic information on each individual child. In these records, I try to be positive and objective in my comments.

As well as a checklist of the various skills in language arts, I keep a more concise record of the children's reading ability in their individual Reading Book Charts. In these, I date the reading of a book and indicate the child's standard.

My aim as a teacher is to encourage self-motivation in children. They are encouraged to acquire and use with facility, the art of self-evaluation. This is developed individually with small groups or with the class as a whole. A child should be able with guidance, to evaluate his readiness to embark on a certain task, his working behaviour and his progress in relation to his abilities. It is my responsibility as a teacher to plan the method and time for evaluation and the type of evaluation used is dependent on the student and the learning activity and may be oral, symbolic or written.

In evaluating my own performance as a teacher, I constantly refer to my files, to my C.C.P.'s and to my flow charts. From these, I create a weekly forecast which I break down into daily programs. At the end of each day, I translate these into a daily record and from this, I can determine how closely my program has been followed. I see education as an ongoing process, therefore, after identifying errors in my approach, I then rectify them by modifying my approach for the next day. At the end of each week I reflect on the time spent and amount achieved in each subject area. This then helps me to plan the following week.

SOCIAL SKILLS CHECKLIST

	State full name	Know age in years	Recognise name	Print name	Recognise own property	Orally list family members	Group family members	Label family members	Categorise – older, younger	Issuing & collecting books	Taking messages	Classroom responsibility	Comprehend instructions	Participate in discussion	Co-operate with one another	Help one another	Listens without interrupting	Shares materials with others	Takes turns willingly	Accepts responsibilities	State own address	State own telephone no.	Make simple explanations	State simple reasons	Good manners	Observing social conventions
Letitia	✓	✓	✓																					✓	
Renee	✓	✓	✓	✓	✓																			✓	
Sheree	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓
Tracey	✓	✓	✓																					✓	
Nicole	✓	✓	✓																✓	✓	✓	✓	✓	✓	
Susan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
Donna	✓	✓	✓																					✓	
Vanessa	✓	✓	✓																✓	✓	✓	✓	✓	✓	
Katherine	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Tania	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Kylie	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											✓	
Jacinta	✓	✓	✓	✓						✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓
Alison	✓	✓	✓	✓															✓	✓	✓	✓	✓	✓	
Mark	✓	✓	✓																					✓	
Daryl	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓					
Scott	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Clifton	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
Graeme	✓	✓	✓	✓																					
Robert	✓	✓	✓	✓																					
Timothy	✓	✓	✓																						
Robert	✓	✓	✓	✓																					
Garry	✓	✓	✓	✓																					
Mark	✓	✓	✓																✓	✓	✓	✓	✓	✓	
Christopher	✓	✓	✓	✓						✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	
Darryl	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓										
Peter	✓	✓	✓																					✓	
Brett	✓	✓	✓	✓																					
Sean	✓	✓	✓	✓																				✓	

E. PARENT PROGRAM

The organization of the classroom and the realisation of the prospective teaching program has been achieved with much help, work and involvement by parents and members of the wider community.

At the beginning of the year, I asked for mothers to act as voluntary aides in the classroom. The response was good. I organized a roster whereby these mothers would help in the classroom to give maximum benefit to the children and the running of the classroom. I have used these voluntary aides in three ways - to make equipment and games for the classroom; to interact with the children either in one-to-one relationships or in small groups or to act in a supervisory capacity especially with art groups. Our Teacher Aide works in a similar way with small groups, especially slow learners. The work of these Aides has been invaluable and they have developed a close relationship with the children.

Although some mothers are free from other responsibilities and therefore able to help in and visit the classroom regularly, others with young children, or who work, are not. In order to involve these mothers (and fathers) and promote interest and understanding in their child's school life, I decided to invite them to watch our class assembly. I interpret the idea of an assembly as:

"a meeting of children and interested adults in which all participate and enjoy - communication between all concerned is enhanced - communication leads to understanding."

I decided that the new library would be a suitable meeting place and with the co-operation of the librarian, arranged a suitable time when all the Grade One children could attend. I organized a timetable for the Grade One assemblies on Tuesday and Friday mornings. My first assembly was held on a Tuesday morning from 9.00 a.m. to 9.30 a.m. It was so successful and appreciated by parents and children alike that the other Grade One teachers decided they would participate and follow suit. We have held such an assembly at least once each month since the beginning of the year. This idea has not only led to a greater understanding and involvement of parents, but also has united the Grade One children as a whole, increased co-operation amongst teachers and led to an exchange of ideas and techniques between teachers.

III. PROCESS WHICH IDENTIFY THESE FOUR EXAMPLES AS CONSISTENT WITH THE OPEN FRAMEWORK APPROACH

The six processes discussed in this section identify some of the distinguishing features of an open framework approach to writing plans and evaluating. These six processes are enumerated on this page and are discussed in more detail in the following pages.

TEACHERS USING AN OPEN FRAMEWORK APPROACH

(a) identify their own values and long-term goals, acquire a broad knowledge of the values and expectations of parents and the school community, and from these, develop program values and goals.

(b) relate the broad values and goals to areas of growth and so develop desired attitudes, skills and competencies in children.

(c) relate growth areas to short-term planning through observing, analysing and responding to child initiatives in the classroom.

(d) organize the environment to ensure consistency with program values and goals.

(e) see parents and aides as partners in planning, and provide the means for them to participate in, understand, and contribute to the program.

(f) establish ways to evaluate in broad terms as well as through day-to-day observation and analysis, the program, child growth and the quality of life for teacher and child within the program.

TEACHERS USING AN OPEN FRAMEWORK APPROACH

(a) identify their own values and long-term goals, acquire a broad knowledge of the values and expectations of parents and the school community, and from these, develop program values and goals.

by - *discussing openly with parents at their first meeting the values which the program will hopefully impart to the children.*

- *establishing parent values through initial interviews and surveys of parent views.*
- *attempting to reconcile goals of teachers, parents and school by constant open discussion.*

OBSERVATION:

18/6 - Today Ann cried at tidy up because "Mummy said I have to do a painting, but I haven't done one," Asked her why Mummy said this, "'Cos I haven't done one this week." (Last week Mum asked me why Ann's paintings didn't look like anything.)

ANALYSIS - Because Ann's mum is likely to react to a personal approach by putting more pressure on Ann, I will try to get my ideas across to her in a more general way.

PLAN -

Noticeboard next week:	Stages in art development.
Discussion group:	Small group of afternoon mums look at and discuss samples of childrens' work.
P & C Meeting: (Ann's Mum is Treasurer)	Activity Night - collage followed by discussion on creative activities and language.

(b) **relate the broad values and goals and so develop desired attitudes, skills and competencies in children.**

by - *ensuring content from curriculum guides matches the stage of development of the individual rather than his chronological age.*

- *making decisions regarding everyday learning in the light of overall goals.*
- *considering the interrelationship of the child's development across curriculum areas.*

1. OBSERVATION: A group of Year 2 children in third term were able to read and comprehend far beyond the average level of the class. One or two began to rebel at "doing comprehension exercises" for which they could see no purpose.

   PLAN: These children were given sessions in the library where they selected several books on their own favourite topic - dinosaurs, aeroplanes, whales etc. These they read first. Then they made their own books - cover, title etc. - and illustrated and copied interesting pieces out of any of the books on the topic, which they then read to their classmates.

2. OBSERVATION: A Year 1 teacher observed that her pupils were happier and learnt better when they were physically involved and moving.

   PLAN: Many of the more formal areas of learning were structured to incorporate bodily movements and action.

   EXAMPLES: (1) When teaching to discriminate visually and to write p b, she used music movement and patterns.

   To a pattern on the blackboard - ppp bbb ppp bbb - the children jumped, marched or skipped crouched low, then standing tall with arms up. Music was introduced as they then sang low notes and high notes.

EXAMPLES: (2) To help children in the areas of laterality, flight landing, recognition of numerals, and cardinality, a game of simple hopscotch proved very popular.

A row of squares was marked with numerals up to a given number. Each child says the number of squares he intends to jump over. When he lands, he says the numeral he has landed on, then continues jumping one square at a time, saying each numeral as he lands.

To give the right degree of challenge and mastery, the size of the squares is varied according to the number required and the size and ability of the children.

3. OBSERVATION: Samantha joined a Year 1 class in May. She had no pre-school experience and had not been to school. Teacher, observing her playing with blocks, beads and other materials, found that she was very quickly able to sort and classify by various attributes.

PLAN: Teacher used this interest and mastery in classification to give Samantha success in most other curriculum areas by introducing other materials for classifying e.g. pictures of animals, people, household objects, "found" objects such as pebbles, leaves.

As classification continued, concepts and language developed in every curriculum area:

Mathematics - longer, shorter, heavy, light, more, less.

Social Studies - kinds of people, houses, utensils, occupations, feelings.

Science - kinds of animals, homes, babies, coverings, movements, sounds.

Music - sounds, high, low, loud, soft.

Art - textures, colours, shapes.

Physical Education - movement, types of equipment.

Further refinements leading more immediately to literacy and numeracy included sorting, then labelling objects and pictures according to the initial sounds, graphing and comparing sets of objects, using numbered graphs and labelling sets by number.

(b) relate the broad values and goals to areas of growth and so develop desired attitudes, skills and competencies in children.

by - *defining the areas of growth in which they wish to see children develop.*

- *considering the interrelationship of children's development across curriculum areas.*
- *making decisions regarding everyday learning in the light of overall goals.*

and by using - *children's initiatives as indicators of their abilities within the growth areas.*

- *curriculum guides as indicators of sequencing or direction when confronted.*
- *with a particular instance of a child's skills or competencies.*

1. OBSERVATION : 18/9 A group of the Year 2 children, able to read and comprehend beyond the average level of the class, are beginning to rebel at "doing comprehension exercises".

ANALYSIS : The children seem to be bored with these exercises, seeing no purpose in them. Will try to make reading meaningful and enjoyable by relating their reading time to their interests and allowing them to choose their own materials.

PLAN : Give these children sessions in the library where they may select books on their own favourite topic.

EVALUATION : Children chose books on dinosaurs, aeroplanes, whales. These they read first. Then made their own books - cover, title, etc. and illustrated and copied interesting pieces out of any of the books. These were then read to classmates.

2. OBSERVATION : 15/6 A small group of the children in Year 1 are causing problems with restless, disruptive behaviour in more formal learning situations.

ANALYSIS : As these children are still very immature, they need to express themselves physically to be happy and to learn effectively so I will adjust these more formal times so that body movements and actions are used.

PLAN : In visually discriminating and writing p and b -
. Have pattern on blackboard - ppp bbb ppp bbb.
. Children jump, march, skip, crouch low, stand tall.
. Singing of low and high notes to pattern.

In developing recognition of numerals and cardinality -
. Mark a row of squares with numerals up to given number.
. Have each child state number of squares he intends to jump over.
. Says numeral he lands on, then recites remaining numerals as he jumps to the end.
. Vary size of squares to challenge each child's ability and size.

3. OBSERVATION : 25/5 Samantha joined the Year 1 class in May with no previous schooling experience She can quickly sort and classify blocks, beads by colour, shape, size.

ANALYSIS : As Samantha is very interested in classifying and gains satisfaction from her success, I will introduce a wider variety of materials which will lead her to make observations relevant to other curriculum areas.

PLAN : Use pictures of animals, people, household objects, "found" objects such as pebbles, leaves to develop concepts and language in every curriculum area. For example -
Mathematics - longer, shorter, heavy, light, more, less
Social Studies - kinds of people, houses, utensils, occupations, feelings
Science - kinds of animals, homes, babies, coverings, movements, sounds
Music - sounds, high, low, soft
Art - textures, colours, shapes
Physical Education - movement, types of equipment

EVALUATION : Samantha indicated these learnings in her work with the materials. These activities developed into sorting, labelling objects and pictures according to the initial sounds, graphing and comparing sets of objects, using numbered graphs and labelling sets by numbers - leading into literacy and numeracy.

c) relate growth areas to short-term planning through observing, analysing and responding to child initiatives in the classroom.

by - *accepting the inevitable results of children's initiating.*

- *adjusting routines, learning spaces, materials and activities.*
- *working at unexpected levels of complexity according to an individual child's responses; and by recording these in a format which presents an integrated picture of the whole child.*

and by using - *anecdotal records*

- *checklists which fit in with program goals*
- *recording interactions/questionning/discussing work*
- *taping samples of children's interaction*
- *storing samples of children's work*
- *using photographs of children's work*

ACCEPTING THE INEVITABLE RESULTS ...

Carl came in very interested in harps, having seen one on television last night. We discussed the autoharp and I suggested he paint a harp to show me the difference. He did this, and we discussed the way the strings work. I found some boxes and rubber bands of varying sizes. Carl assembled his instrument and, as I left to attend to someone else, he was testing the different sounds. I returned, planning to get Carl to explore more thoroughly and perhaps verbalize the relationships between sounds and sizes, only to find that he and Mark had threaded a piece of material tightly through the bands and were dropping all sorts of objects onto the material to see which ones would bounce. Carl said he had changed his harp into a trampoline!

I then suggested that they sort the objects. At the end of the morning, they had sorted them into three groups - "really bouncy", "just bouncy", and "not very bouncy."

ADJUSTING ROUTINES ...

17/5 - Ruth made a fishing line and was trying to find a way "to catch fish." She tried a number of things unsuccessfully. I brought out the magnets and helped her tie one on. She "caught" many types of objects, gradually losing interest in the fish and becoming interested in what would stick. I provided the word "attract."

18/5 - I set up four boxes of magnets and a collection of objects. Ruth sorted out what the magnet would and would not "attract" (remembered word). We began to explore properties of two magnets used together. Ruth said "Here! Feel this," when magnets repelled - "pushed away." She discovered that when N symbols on magnets were together, they repelled - "If they look the same they push away - if they look different, they attract."

T. Check UNESCO Science Resource Book for ideas to extend magnet play.

19/5 - Set up special magnet area - introduced idea of magnet games - we made paper clip boats to pull over a cardboard sea. Ruth painted an egg tray and stuck material in the bottom of some of the holes. Said she needed metal balls to play her game. I don't quite know what she plans. Will find the steel ball bearings that John's Dad brought in, and see what Ruth does with them.

OBSERVATIONS

2/2 - Brendan matches and names all colours including grey and brown.

21/2 - Has worked through peg-board puzzle. Sees dual relationships of sizes and colours (CATEGORIZING).

T. Try colour seriation puzzle.

22/2 - Can see grading of 5 colour tones "really, really dark/ really dark/just dark/ not very dark/not dark at all."

T. Introduce word "light." Try attribute blocks.

27/2 - Sorted according to any 2 attributes.

T. Try game of 1 differing attribute.

4/3 - Can play the game but has to concentrate. Probably just about at his level of understanding.

T. Will try some patterning with waste materials.

DEVELOPMENTAL RECORD

PROBLEM SOLVING

21/2 - Worked at peg-board puzzle until mastered relating sizes and concepts.

INDEPENDENCE

21/2 - Needed lots of praise to begin work but quickly gained confidence.

27/2 - Said "I'm getting good at this now."

SELF EXPRESSION

SOCIAL COMMUNICATION

22/2 - Used language to describe clearly 5 relationships in colour tones.

DEVELOPMENTAL RECORD

21/2 - Categorizing - 2 attributes (symbolic level)

(d) organize an environment to ensure consistency with program values and goals.

by - *ensuring that changes within the environment are made because of observed changes in development or interests.*

- *keeping records of alterations to time, space, materials and activities, and interactions as they occur within the program.*

and by using - *checklists to evaluate all aspects of the environment*

OBSERVATION: 13/7 - The children have become disruptive during afternoon tea, talking loudly, being physically aggressive, spilling fruit and milk.

ANALYSIS: I expected the children to outgrow the need for a formal fruit time during third term, but it appears that they have already done so. Many of them see afternoon tea as an intrusion into their work.

PLAN: Discuss the situation with the children at group time and elicit their views. Offer alternatives -

1. voluntary afternoon tea at a set time.
2. prepare fruit and milk early in session and have available for children whenever they wish.

EVALUATION: 20/7 - Children decided on second choice. I think this will work well, though we've had a number of problems to work through - mainly children forgetting to eat and Margie and Lindy deciding to eat all the fruit themselves. When the children get used to the change, it should work well. Meanwhile we need to -

1. remind children during the session that the fruit is there.
2. make a suggestion to Margie and Lindy that they leave some of the fruit for the other children.

(e) see parents and aides as partners in planning and provide the means for them to participate in, understand and contribute to the program.

by - *establishing good communication channels through frequent meetings, notices, discussions, the topics for which arise out of the children's program.*

- *imparting an understanding of the values important to the program to all adults involved, so that management procedures and teaching strategies are consistent.*
- *discussing children's growth and development with parents at planned periods.*

and by using - *a team approach to planning.*

- *varied learning situations in which parents and aides are able to be actively involved in the teaching process.*
- *information supplied by parents and teacher aides to complement their own observations.*
- *parents and aides' interests and abilities to broaden and enrich the program.*

OBSERVATION: 15/6 - Clint, Jamie, Scott, Lindy, Karen and Kent have become very interested in a deep-sea diving game. Some good ideas about boats.

PLAN: For the members of the group who are very interested in this game, try to broaden understanding and representation through dramatic play. Use "Book About Boats" for discussion group.

OBSERVATION: 16/6 - Most of the group came into discussion and Sue (Roy's mum) told us about the boat they are building in their back-yard - a small cabin cruiser. Has invited us to visit her.

PLAN: Parents and children meet at Sue's place at beginning of session, then transport children back to Pre-School. Since Roy has not really settled into Pre-School, I hope our visit to his house will make a difference to his attitude.

OBSERVATION: 18/6 - Sue took children all over the boat explaining all the parts, what they were for, how they worked. Described the work still to be done. Started engine (not yet in boat) and discussed fuel, how to go forward and back, fast and slow. Filmed the children. Roy was very proud, helped with everything, but said very little.

PLAN: Variety of recall experiences, introduce additional material to be used as props.

OBSERVATION: 19/6 - Sue brought in the plans of the boat and showed in the drawings where the cabin would be when the boat was finished. The children were fascinated by the drawings, sat with Sue discussing where they had been on the boat and Sue helped them to recall and describe the details of each area. Karen, Lindy and Mandy started to make a book about the sea with drawings and pictures of different kinds of boats.

OBSERVATION: 25/6 - Sue brought in the film today of our visit to their house. All of the children were delighted to recognize themselves and their mums on film. Those who are still interested in the boats recalled many details.

OUTCOMES: Experience resulted in broader concepts about boats and language development.

Sue has become a favourite person with the children and has changed from being very quiet with them to chatting and joining with all their doings.

Roy, who was an outsider with the group, is now a V.I.P., receiving constant invitations to play and mostly accepting them.

(f) establish ways to evaluate in broad and specific terms the program, child growth, and the quality of life for teacher and child within the program.

by - *assessing whether the program is achieving what it sets out to do.*

- *looking at areas of consistency and inconsistency between what is intended and what is actually happening.*
- *indicating areas of priority which need to be emphasized at a particular time.*
- *defining more closely expectations for the child and themselves.*
- *adjusting experiences, materials and interactions to fit observed individual performances.*
- *considering outcomes which were beyond the planned outcomes of the teacher.*

and by using - *samples of children's everyday work as viewed by both teacher and child.*

- *formal testing and surveys.*
- *children's choices and initiatives as indicators of areas of strength and weaknesses.*